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ABSTRACT

A concise report of Title I activities in Ohio during fiscal year 1969 (1968-69 school year and following summer) is provided. Information presented includes basic statistics, expenditure patterns, participant involvement, instructional areas, staffing, and four-year trends. The data are provided in charts, graphys, and tables. Based on the information, it was determined that: (1) the number of children served annually had decreased steadily, which suggests that services are being concentrated more on the educationally disadvantaged children that Title I was designed to aid; (2) funds expended for salaries, for employee benefits, and for in-service training increased steadily; (3) although funds available decreased each year, the amount expended per child increased; (4) programming moved more toward regular term activities, with most of summer term activities being of a follow-up nature; (5) programming was concentrated more on younger children (grade 3 or below); (6) the development and improvement of communication skills were stressed more than was any other instructional area; (7) standardized and subjective evaluation data indicated that many participants were improving their academic skills, particularly communication skills; (8) statewide, approximately 63% of over 76,000 students involved in communication skills activities during the regular school year showed 1.1 months or more gain for every month enrolled in Title I activities, and 34% showed 1.5 or more months gain for every month; and (9) approximately 62% of over 53,000 summer school participants showed 1.1 months or more gain each month and 32% showed 1.5 or more months gain each month. (DB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Fiscal Year 1969

Fourth Annual Evaluation of Title 1

(Elementary and Secondary Education Act)

TITLE 1 in OHIO

State of Ohio

Department of Education

1970

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Department of Education
1970

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Educational Programs for Selected Children

Through provisions of Title I of the Elementary and Secondary Education Act of 1965, federal support is available to local public educational agencies for programs for educationally disadvantaged students who live in attendance areas where low-income families are concentrated. By nature of the funding formula, nearly all public school districts in Ohio qualify for funds.

Districts wishing to implement projects must--in accordance with existing federal and state guidelines--identify attendance areas to be served, determine the educational needs of children living in these areas, plan instructional and service activities to meet these needs, make application to the state for project approval and funding, implement projects, maintain fiscal records, and evaluate results.

EVALUATION PURPOSE AND PROCEDURES

The purpose of Title I evaluation is to provide a sound basis for determining whether programs are to be modified, intensified, or shifted in terms of objectives and activities. Evaluation is essential to secure quantitative and qualitative evidence to ascertain the impact of Title I on disadvantaged youth.

Federal guidelines for Title I of the Elementary and Secondary Education Act of 1965 require that programs be evaluated annually--at local, state, and federal levels. In compliance with guidelines, the Basic Programs Section of the Division of Federal Assistance prepared evaluation instruments, had them completed by local evaluators, and composited the data so that state-level evaluation reports could be made available to the U. S. Office of Education, to local administrators, and to other persons interested in Title I in Ohio. At the time this fiscal year 1969 report was compiled, 100 percent of the evaluation instruments had been returned and were sufficiently complete to be used in compiling data. Estimated expenditure reports were also used as data sources.

REPORT RATIONALE

This publication is an effort to place in the hands of interested persons a concise report of Title I activities in Ohio during fiscal year 1969 (the 1968-69 school year and the summer that followed). Information presented includes basic statistics, expenditure patterns, participant involvement, instructional areas, staffing, and four-year trends.

Fiscal Year 1969 Basic Statistics

SCHOOL DISTRICT PARTICIPATION

Districts in Ohio	646
Districts participating in Title I	608

PROJECTS IMPLEMENTED IN FISCAL YEAR 1969 621

SCHEDULING PATTERNS FOR TITLE I ACTIVITIES

Districts with regular term activities only	300
Districts with summer term activities only	143
Districts with both regular and summer term activities	165

REPORTED EXPENDITURES OF TITLE I FUNDS

Regular term activities	$23,071,723
Summer term activities	$7,458,465
Total expenditures for fiscal year 1969	$30,530,188

STUDENT PARTICIPATION

Public school participants	158,977
Non-public school participants	7,599
Total participants	166,576

AVERAGE DAILY MEMBERSHIP OF TITLE I PARTICIPANTS

Regular term average daily membership	99,814
Summer term average daily membership	57,039

PER PUPIL EXPENDITURE, BASED ON AVERAGE DAILY MEMBERSHIP

Average participant, regular term only	$232
Average participant, summer term only	$130
Average participant, both regular and summer term	$362

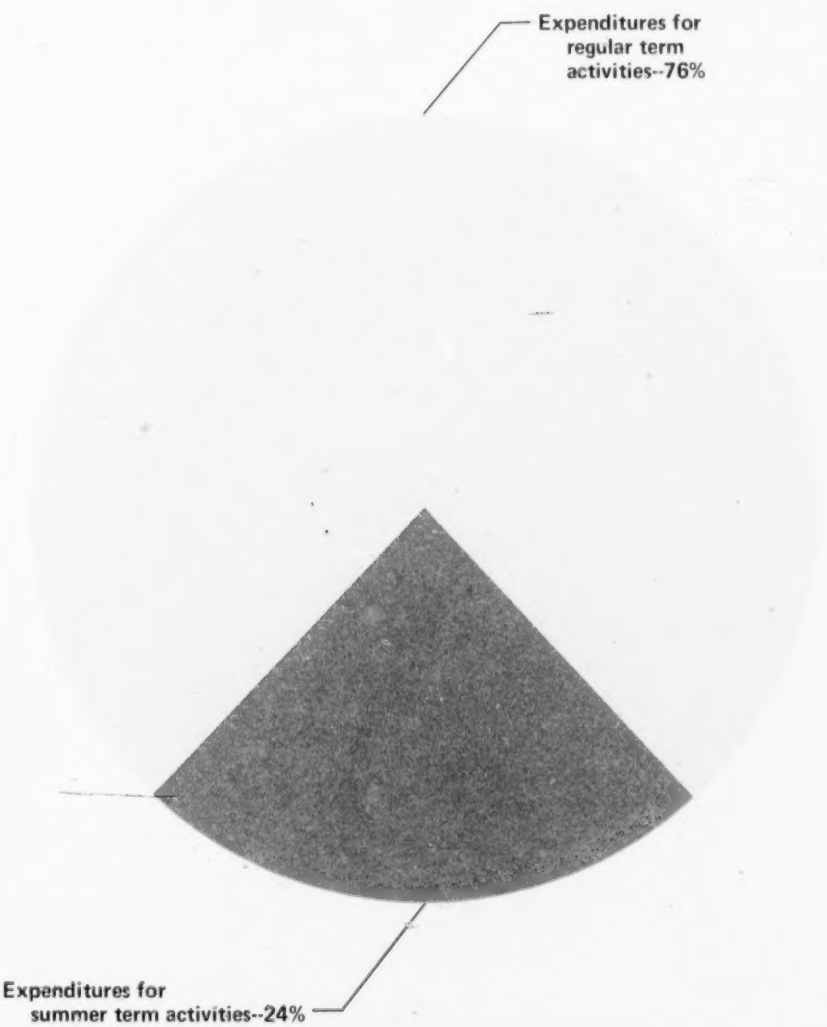
Instructional and Supportive Expenditures

	Percent of Total
INSTRUCTIONAL EXPENDITURES	
Instructional salaries, mostly teachers and aides	71.2%
Employee benefits for instructional personnel	8.1
Audio-visual and other instructional equipment	1.8
Audio-visual materials, textbooks, and library books	1.4
Inservice education for instructional personnel	.8
Supplies and unclassified instructional expenditures	3.5
SUPPORTIVE EXPENDITURES	
Administrative expenditures, including salaries	4.8
Health services (medical, dental, and speech therapy)	2.7
Operation and maintenance of plant	1.5
Pupil transportation services	1.4
Food services	.9
Employee benefits for supportive personnel	.9
Construction and remodeling	.4
Other supportive expenditures	.6

REPORTED EXPENDITURES	
Instructional expenditures	$26,489,995
Supportive expenditures	4,040,193
Total reported expenditures	$30,530,188

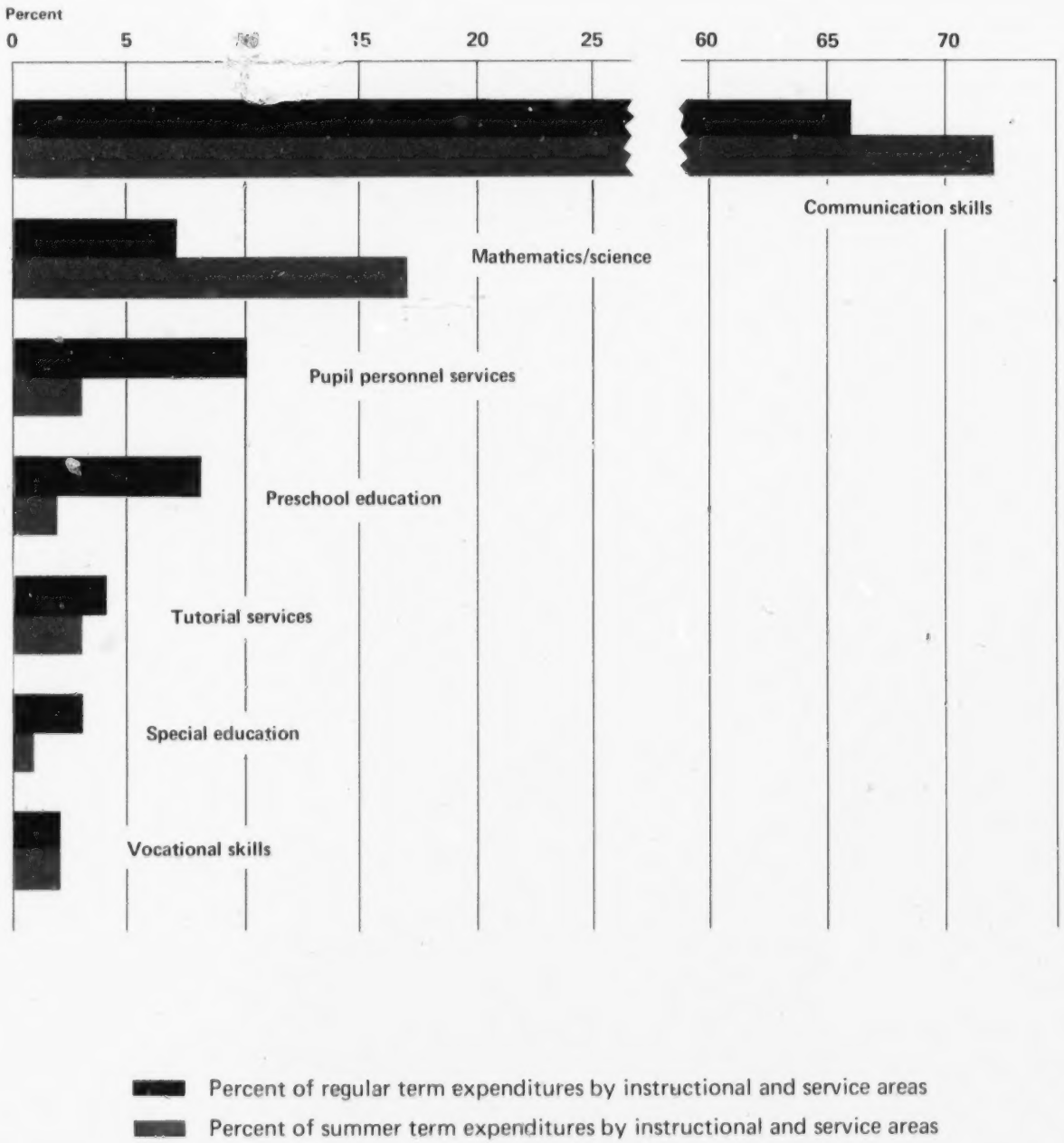
Instructional and Supportive Expenditures

Regular and Summer Term Expenditures

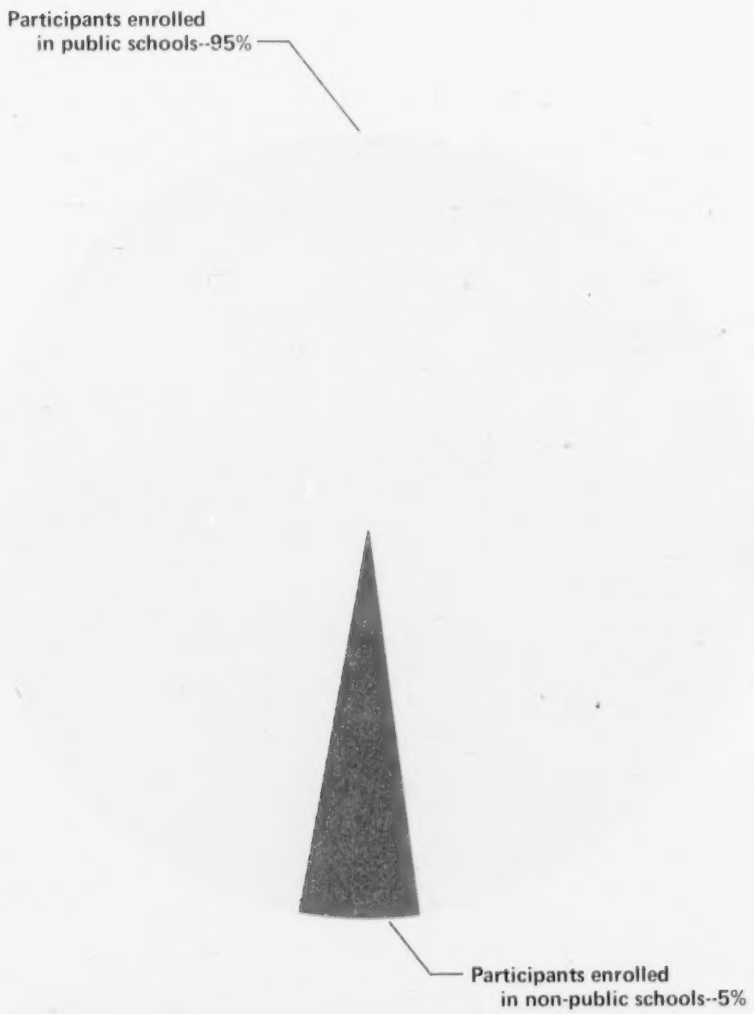


REPORTED EXPENDITURES	
Regular term activities	$23,071,723
Summer term activities	7,458,465
Total reported expenditures	$30,530,188

Expenditure Trends by Primary Area

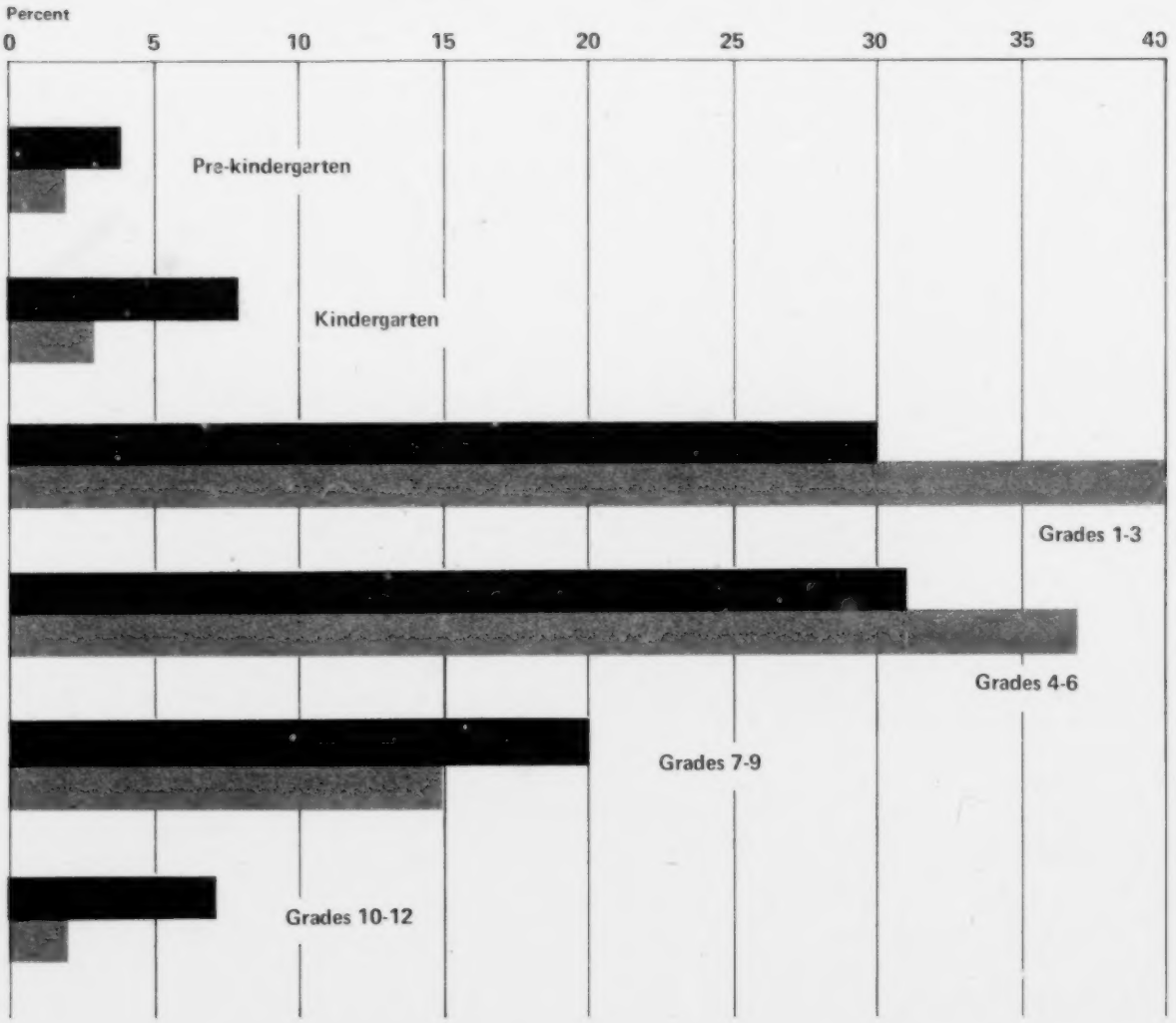


Public and Non-Public Participation



PARTICIPANTS	
Public school	158,977
Non-public school	7,599
Total reported participants	166,576

Participation by Grade Span



Student-Teacher Ratios

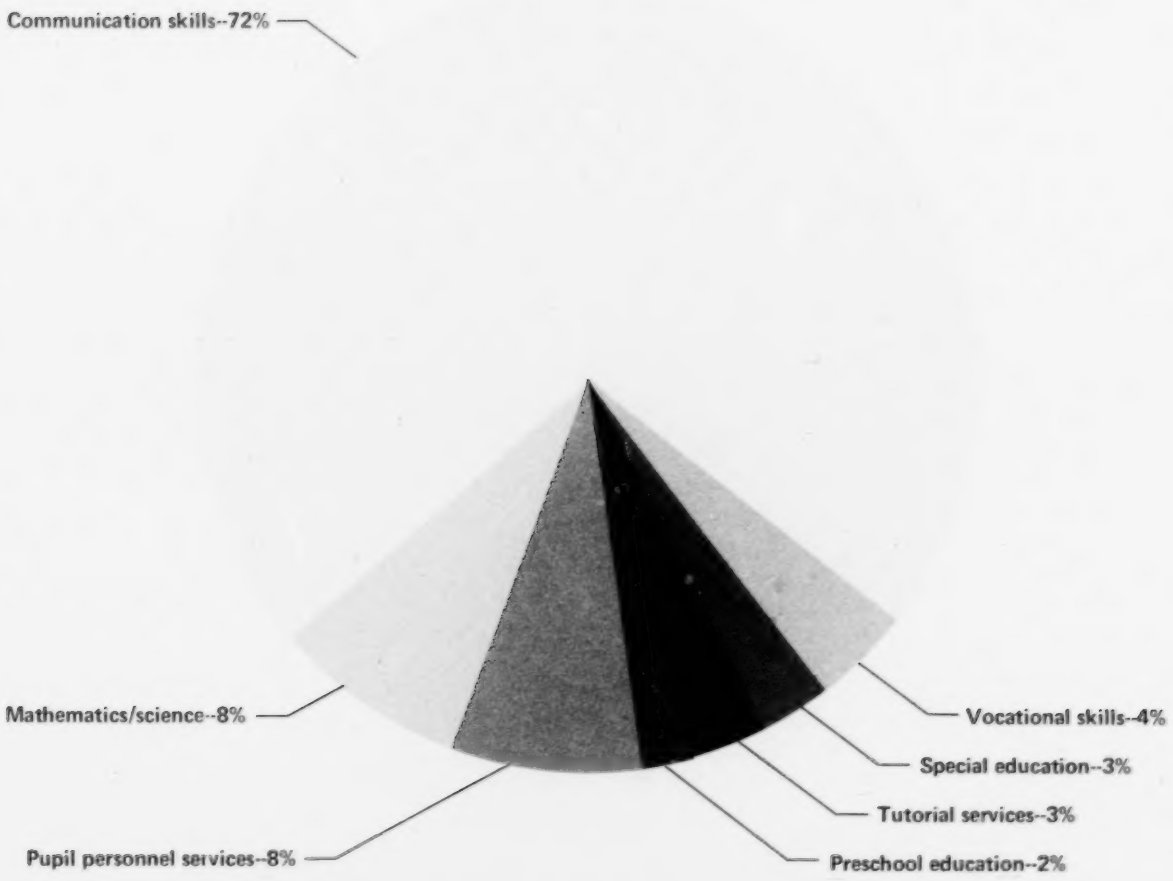
RATIOS FOR REGULAR TERM INSTRUCTIONAL AND SERVICE AREAS

AVERAGE STUDENT–TEACHER RATIO FOR CLASS ACTIVITIES	Times Reported	Percent of Times
1 to 1	23	4%
2-5 to 1	195	35
6-10 to 1	243	44
11-15 to 1	56	10
More than 15 to 1	36	7

RATIOS FOR SUMMER TERM INSTRUCTIONAL AND SERVICE AREAS

AVERAGE STUDENT–TEACHER RATIO FOR CLASS ACTIVITIES	Times Reported	Percent of Times
1 to 1	6	2%
2-5 to 1	67	17
6-10 to 1	206	54
11-15 to 1	85	22
More than 15 to 1	20	5

Fiscal Year Primary Areas

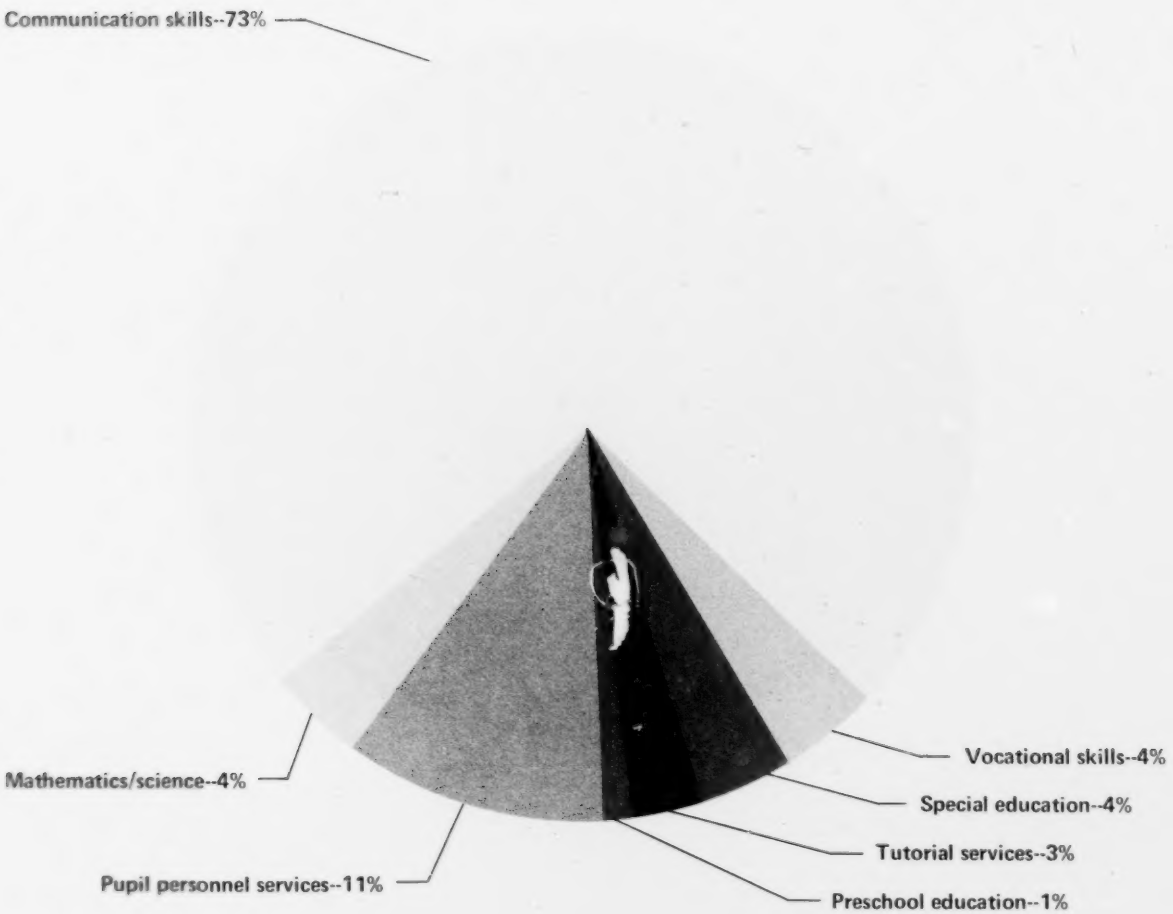


PROGRAM ACTIVITIES BY INSTRUCTIONAL AND SERVICE AREAS

Total primary areas 1,011

Total districts participating in Title I . . 608

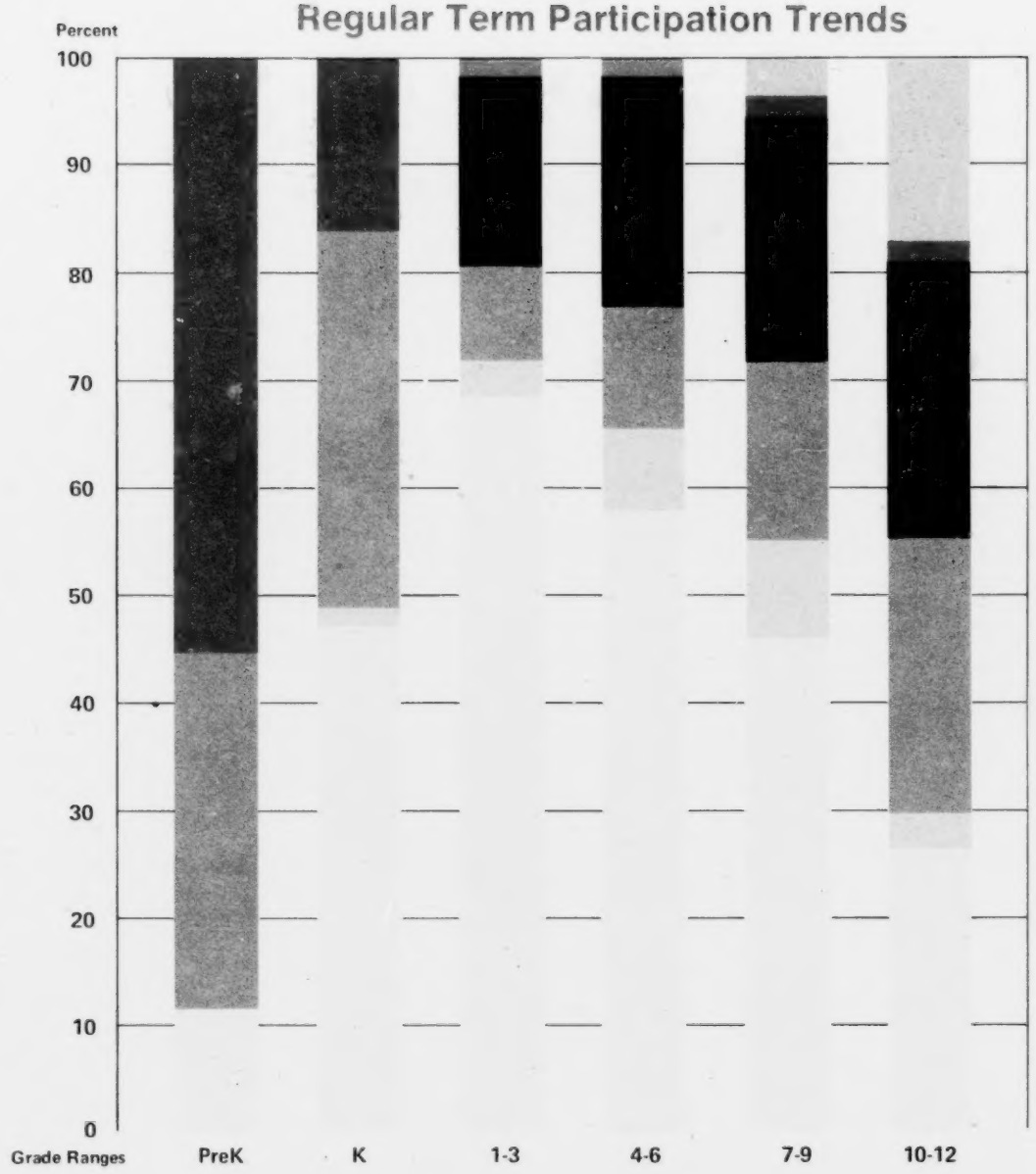
Regular Term Primary Areas



REGULAR TERM PROGRAM ACTIVITIES BY INSTRUCTIONAL AND SERVICE AREAS

Regular term primary areas 606
Districts having regular term activities . . . 465

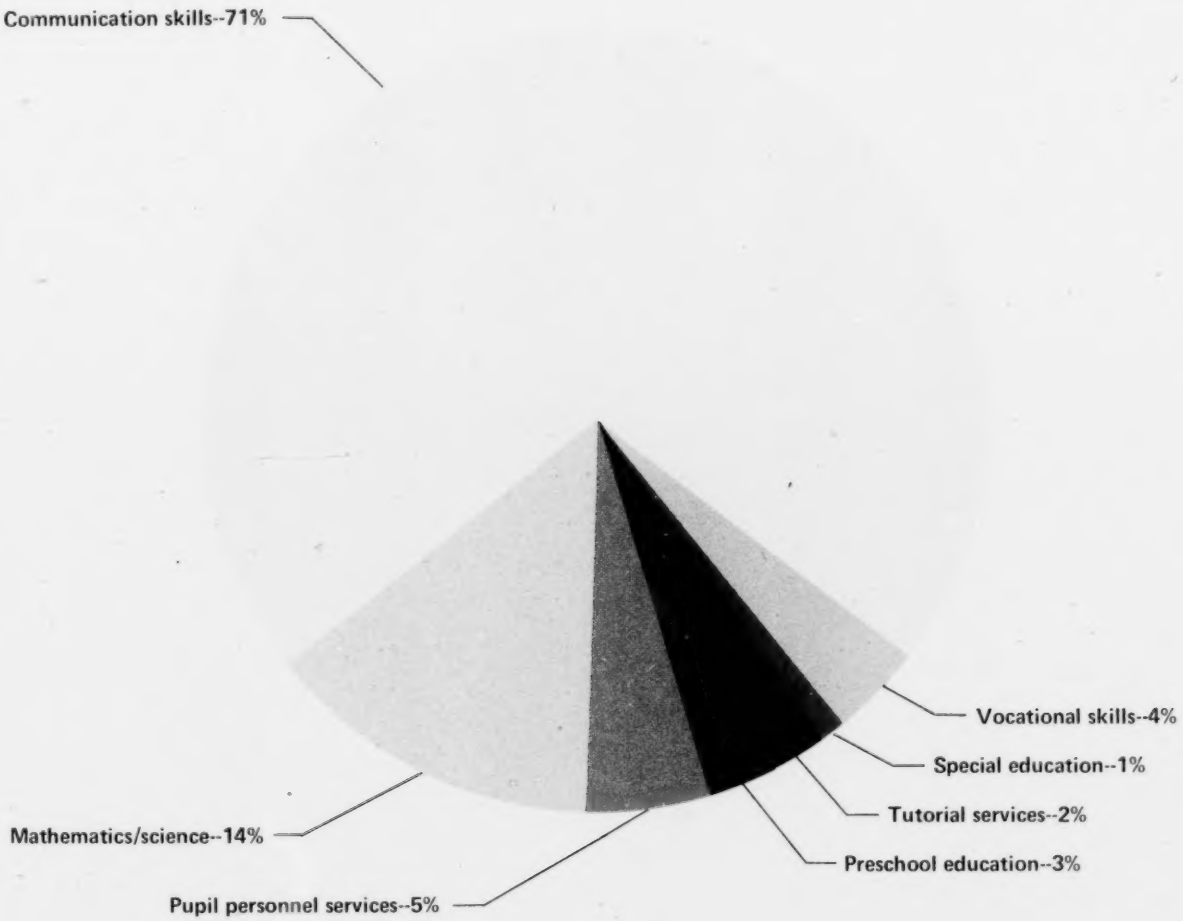
Regular Term Participation Trends



PERCENT OF REGULAR TERM PARTICIPANTS BY INSTRUCTIONAL AND SERVICE AREA

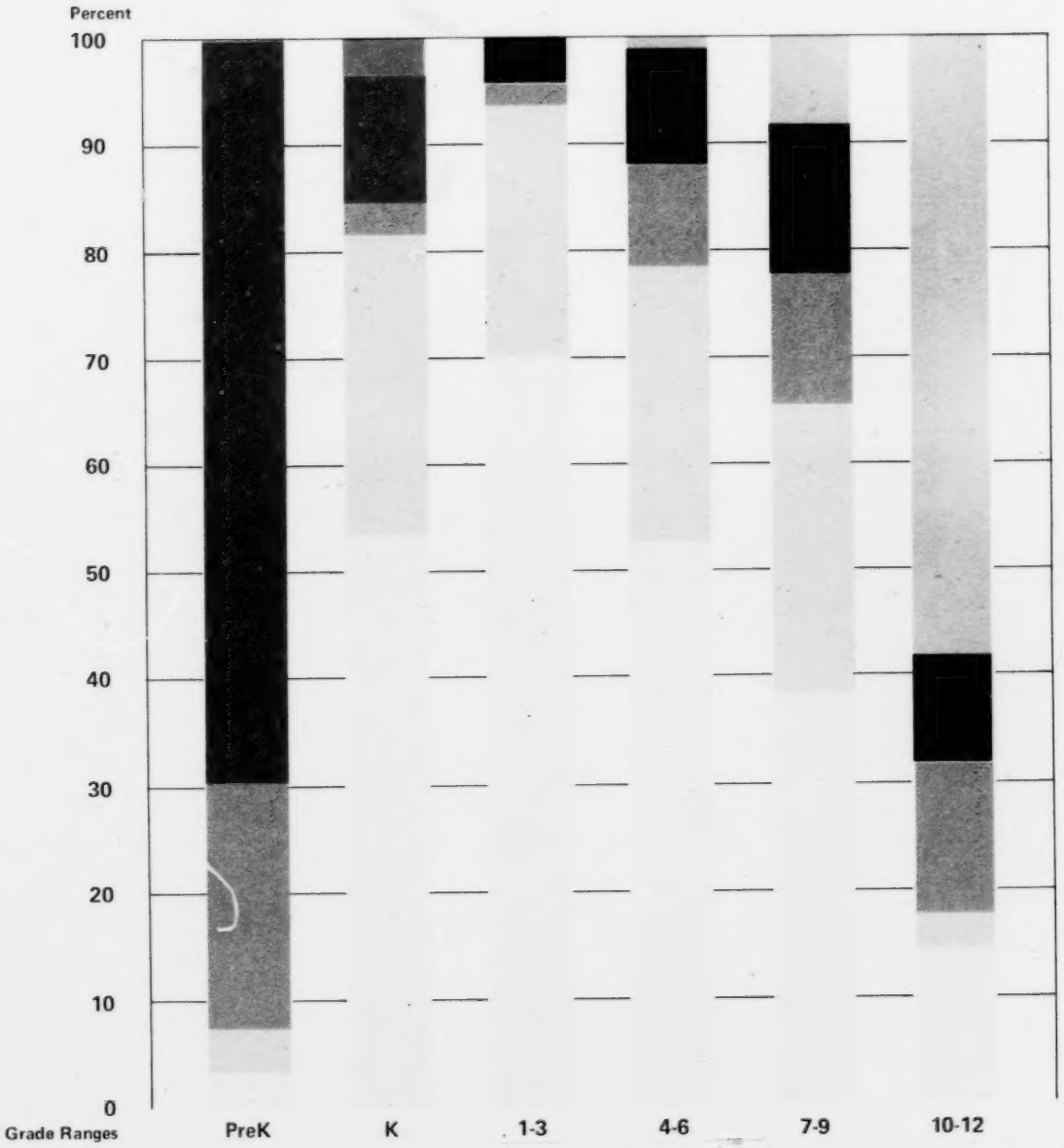
Communications skills
Mathematics/science
Pupil personnel services
Preschool education
Tutorial services
Special education
Vocational skills

Summer Term Primary Areas



SUMMER TERM PROGRAM ACTIVITIES BY INSTRUCTIONAL AND SERVICE AREAS	
Summer term primary areas	405
Districts having summer term activities	308

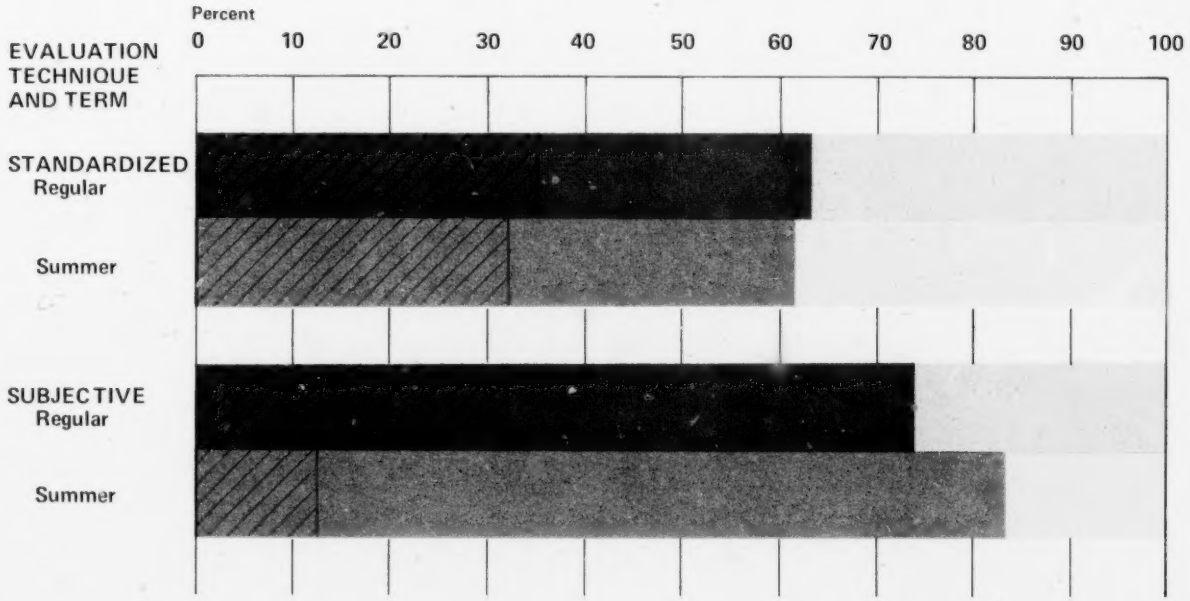
Summer Term Participation Trends



PERCENT OF SUMMER TERM PARTICIPANTS BY INSTRUCTIONAL AND SERVICE AREA

Communication skills
Mathematics/science
Pupil personnel services
Preschool education
Tutorial services
Special education
Vocational skills

Effectiveness of Communication Skills Areas



PERCENT OF PARTICIPANTS REPORTED AS HAVING MADE RESPECTIVE DEGREES OF CHANGE

Marked improvement

Improvement

No significant change

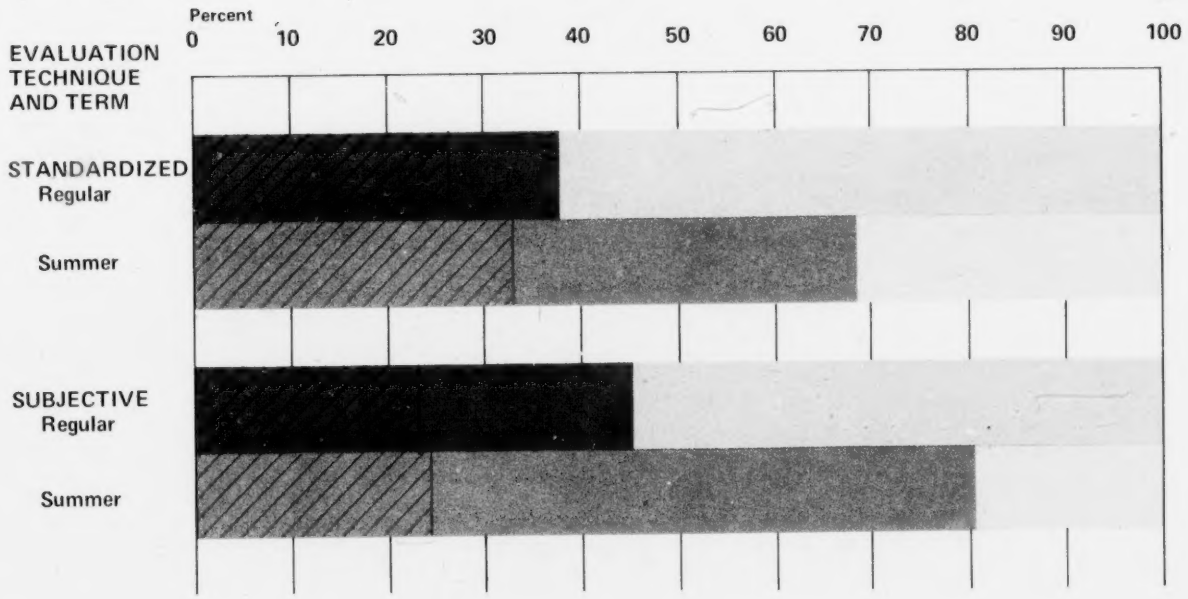
PARTICIPANTS
(Grades 1-12)

Regular term . . . 76,379

Summer term . . . 53,828

NOTE: Marked improvement was considered 1.5 years or more gain per ten months of program participation, prorated as necessary; improvement, 1.1 years or more gain per ten months of program participation; no significant change, 1.0 years or less gain per ten months of program participation.

Effectiveness of Mathematics/Science Areas



PERCENT OF PARTICIPANTS REPORTED AS HAVING MADE RESPECTIVE DEGREES OF CHANGE

- Marked improvement
- Improvement
- No significant change

PARTICIPANTS
(Grades 1-12)

Regular term 7,686

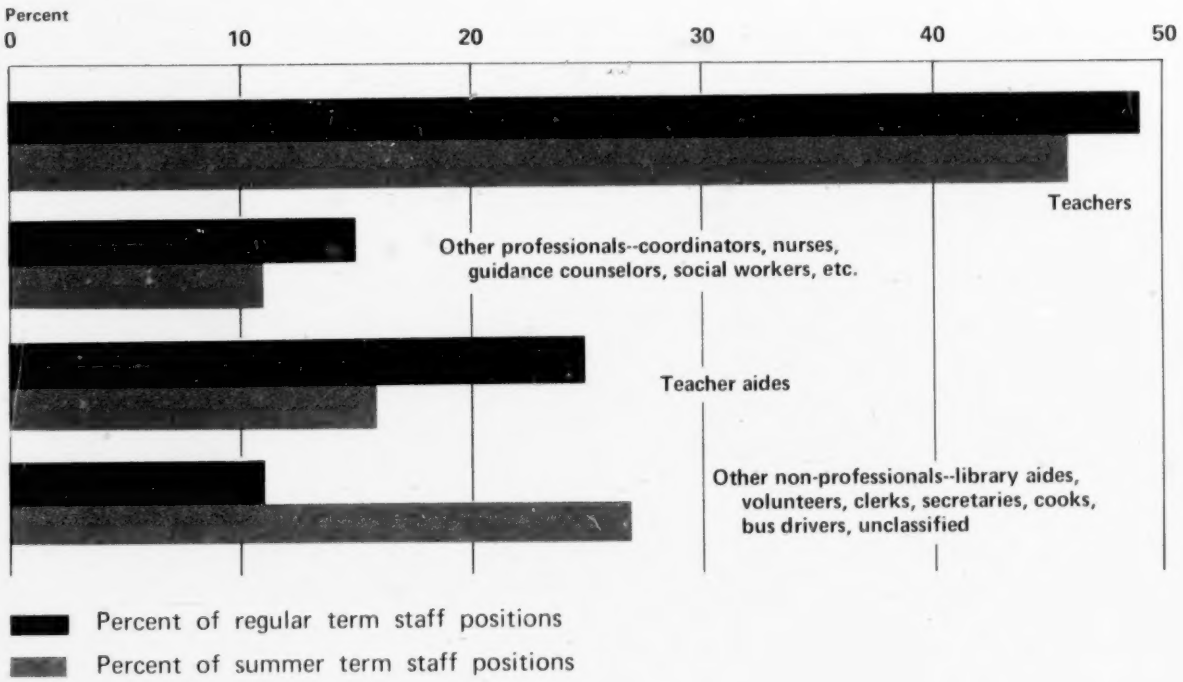
Summer term 21,964

Professional and Non-Professional Staff

STAFF POSITION	Regular Term Personnel		Summer Term Personnel	
	Full-Time	Part-Time	Full-Time	Part-Time
PROFESSIONAL				
Teachers	1,842	1,157	2,752	2,239
Coordinators	73	154	129	79
Nurses	71	42	37	26
Guidance counselors	68	73	55	48
Social workers	66	13	12	21
Dentists	28	53	20	19
Home visitors	23	6	13	19
Directors	19	44	72	28
Supervisors	17	26	60	20
Psychologists	11	36	31	29
Attendance workers	8	9	7	4
Principals	7	24	59	163
Speech therapists	6	23	36	40
Librarians	2	13	43	135
Physicians	0	35	0	7
NON-PROFESSIONAL				
Teacher aides	1,260	263	1,214	565
Library aides	4	7	65	32
Volunteers	0	19	8	129
Other*	247	409	498	2,223
TOTALS	**3,752**	**2,406**	**5,111**	**5,826**

*Clerks, secretaries, cooks, bus drivers, unclassified.

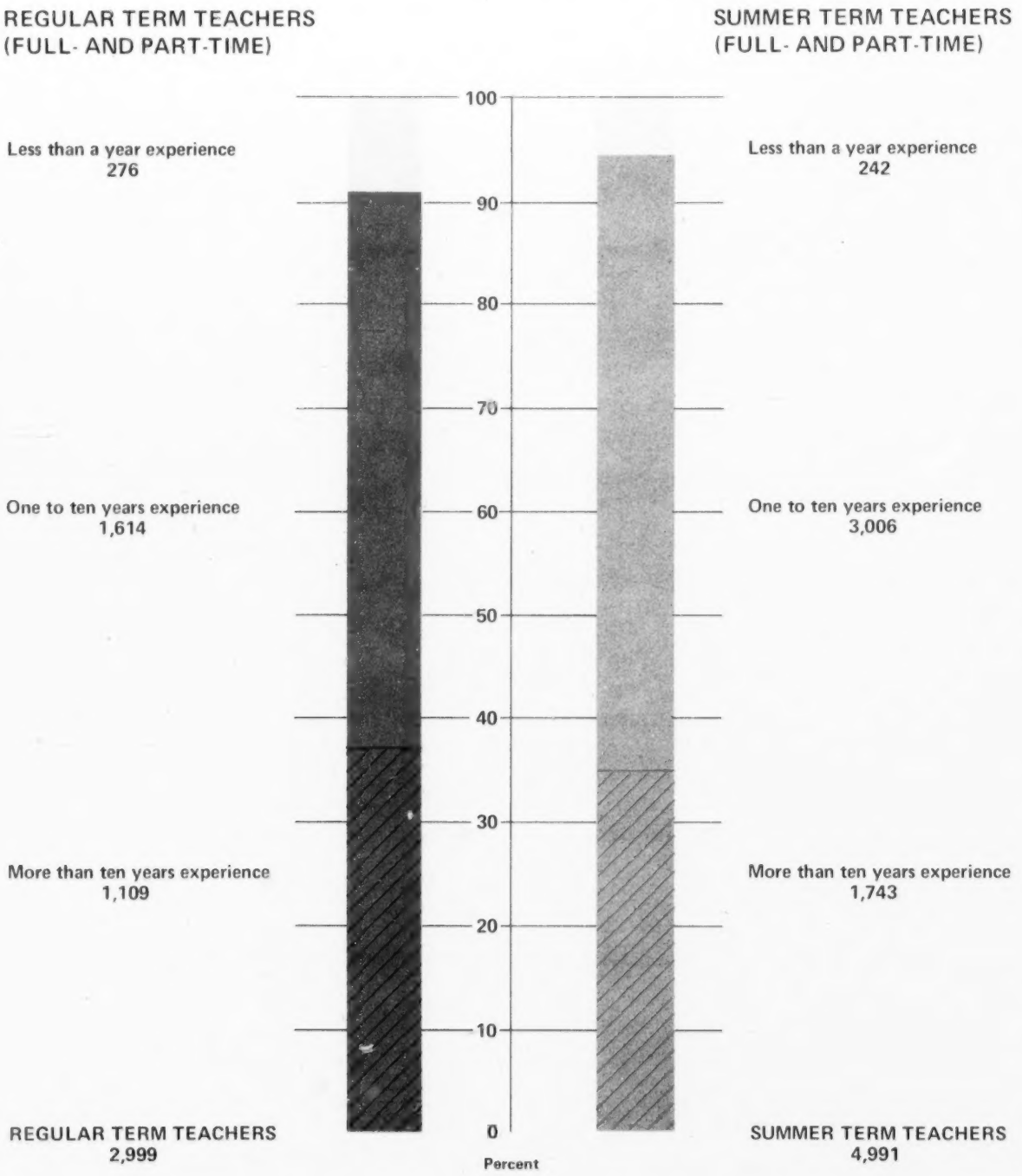
Professional and Non-Professional Staff



STAFF POSITIONS (EITHER FULL-TIME OR PART-TIME)

TYPE OF POSITION	Regular Term	Summer Term
Teacher	2,999	4,991
Other professional	950	1,212
Teacher aide	1,523	1,779
Other non-professional	686	2,955

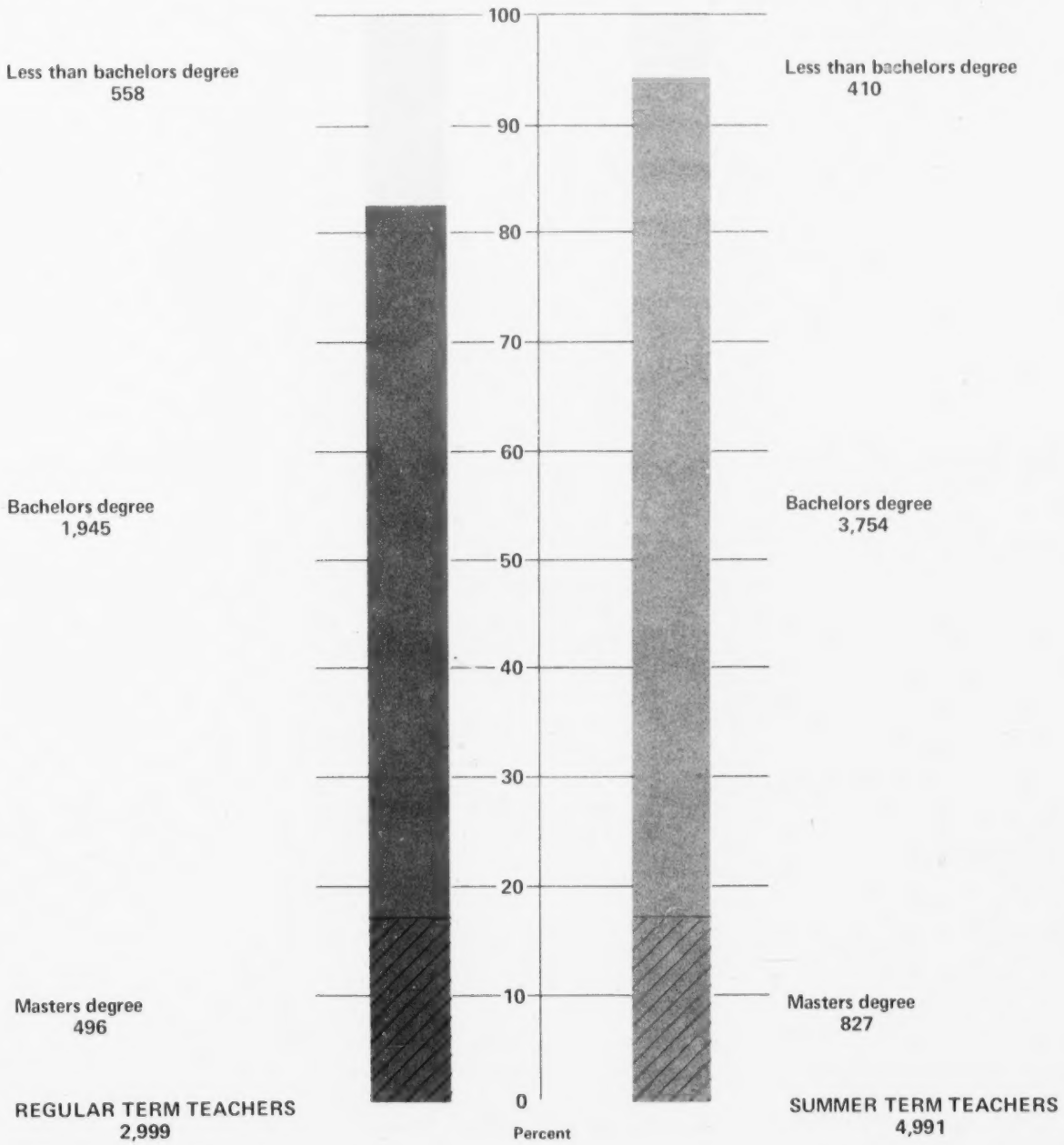
Experience Background of Teachers



Educational Background of Teachers

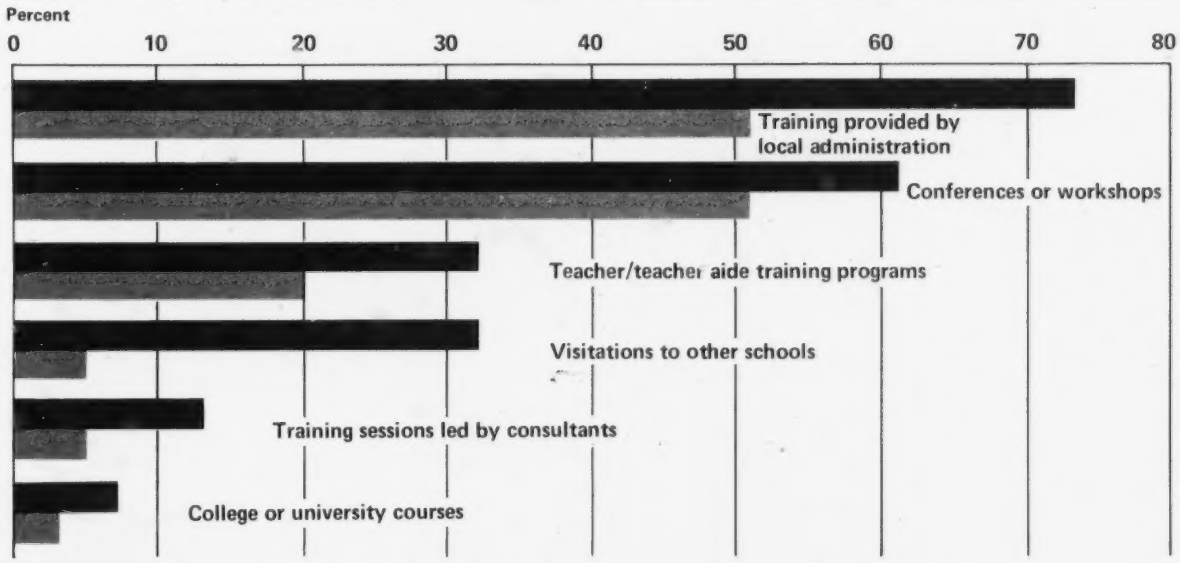
REGULAR TERM TEACHERS
(FULL- AND PART-TIME)

SUMMER TERM TEACHERS
(FULL- AND PART-TIME)



Inservice Training for Professionals

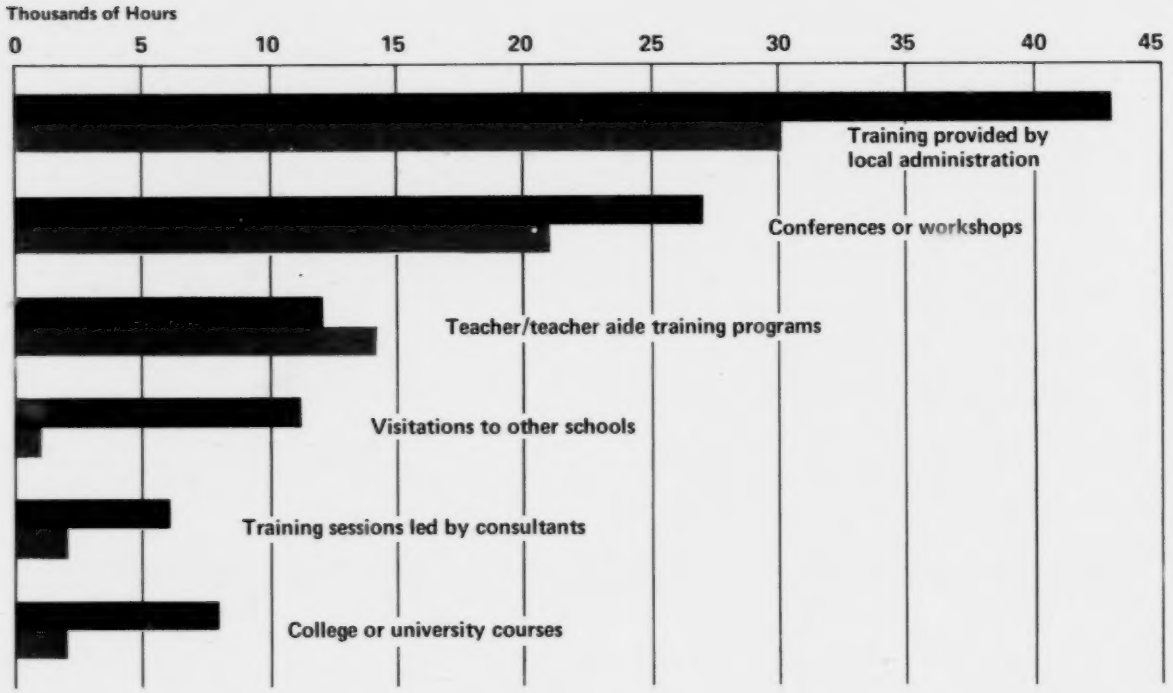
INSERVICE ACTIVITY	Reported Cases of Professional Involvement	
	Regular Term	Summer Term
Training provided by local administration	2,869	3,149
Conferences or workshops	2,397	3,179
Teacher/teacher aide training programs	1,261	1,258
Visitations to other schools	1,252	290
Training sessions led by consultants	529	302
College or university courses	271	174



Percent of 3,949 regular term professional staff members (76 percent of whom were teachers) involved in the respective inservice training activities

Percent of 6,203 summer term professional staff members (80 percent of whom were teachers) involved in the respective inservice training activities

Inservice Training for Professionals



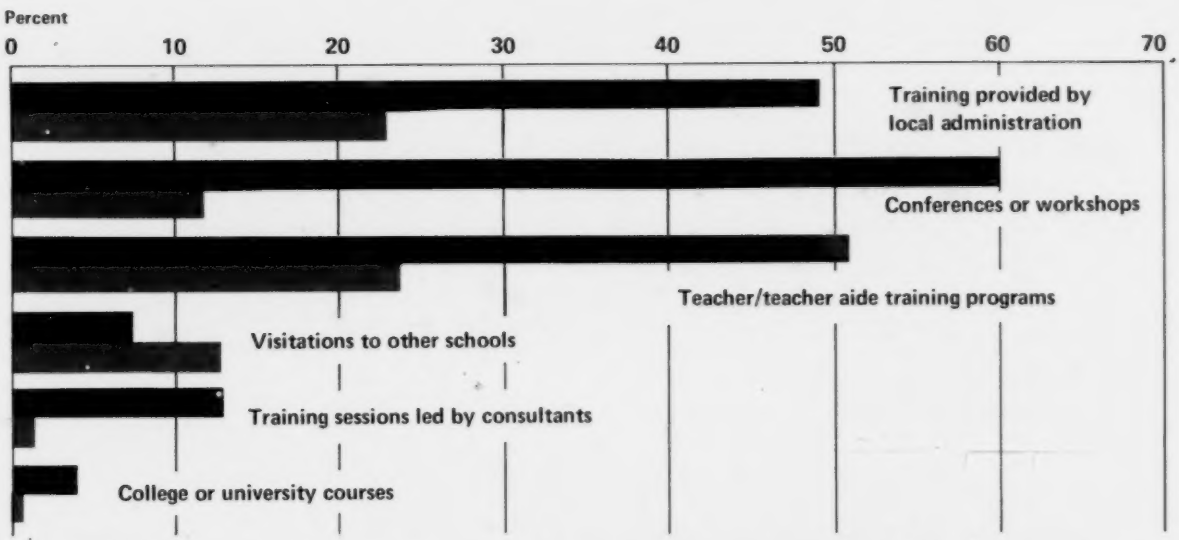
Thousands of hours spent by regular term professional staff members in respective inservice training activities

Thousands of hours spent by summer term professional staff members in respective inservice training activities

DEPTH OF INSERVICE INVOLVEMENT	Regular Term	Summer Term
Professional staff members, full- or part-time	3,949	6,203
Reported hours of inservice involvement	108,031	69,916
Average hours per professional staff member	27	11

Inservice Training for Non-Professionals

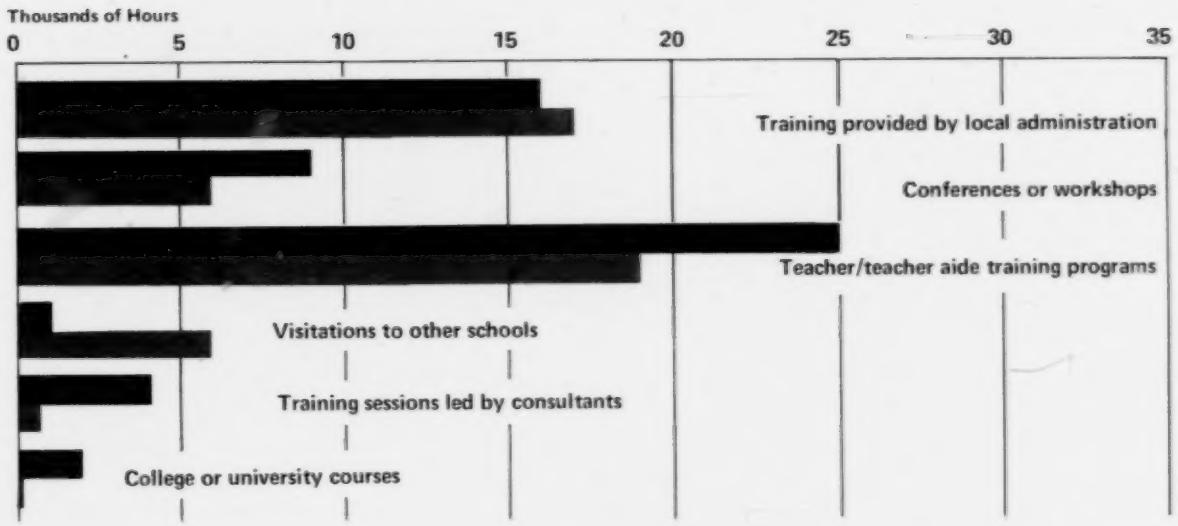
INSERVICE ACTIVITY	Reported Cases of Non-Professional Involvement	
	Regular Term	Summer Term
Training provided by local administration	1,077	1,098
Conferences or workshops	1,320	554
Teacher/teacher aide training programs	1,120	1,140
Visitations to other schools	148	600
Training sessions led by consultants	298	110
College or university courses	78	12



Percent of 2,209 regular term non-professional staff members (69 percent of them teacher aides) involved in the respective inservice training activities.

Percent of 4,734 summer term non-professional staff members (27 percent of them teacher aides) involved in the respective inservice training activities

Inservice Training for Non-Professionals



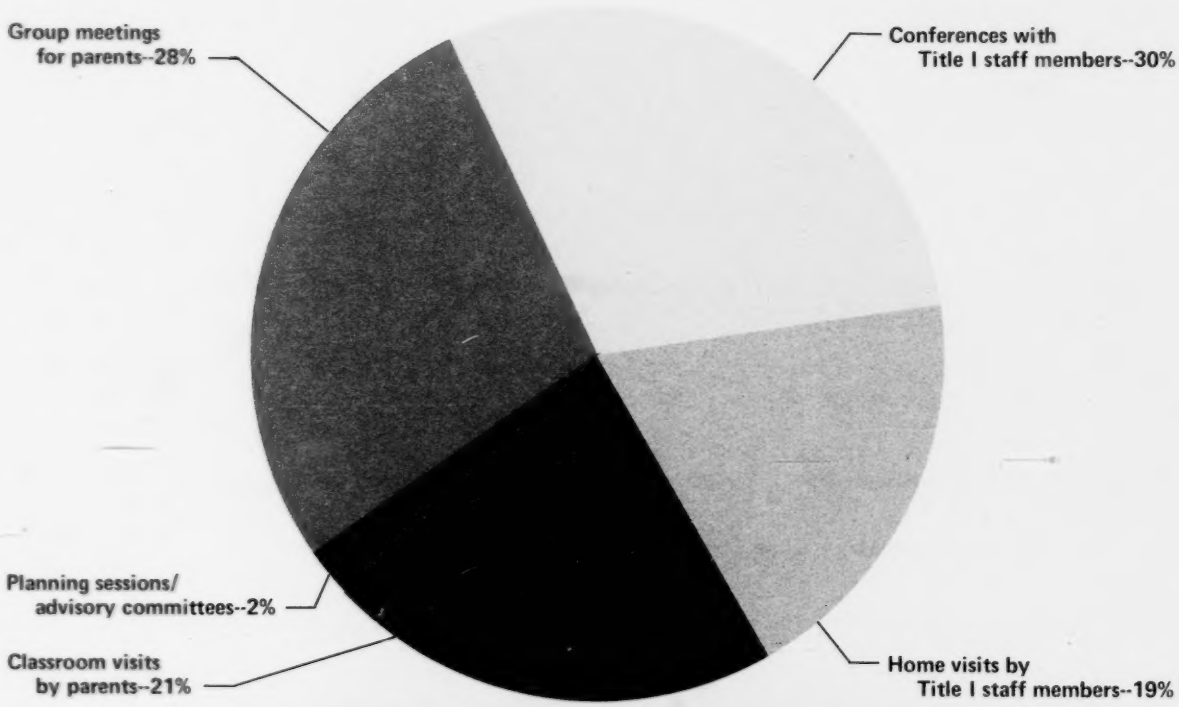
Thousands of hours spent by regular term non-professional staff members in respective inservice training activities

Thousands of hours spent by summer term non-professional staff members in respective inservice training activities

DEPTH OF INSERVICE INVOLVEME	Regular Term	Summer Term
Non-professional staff members, full or part-time	2,209	4,734
Reported hours of inservice involvement	59,045	49,586
Average hours per non-professional staff members	27	10

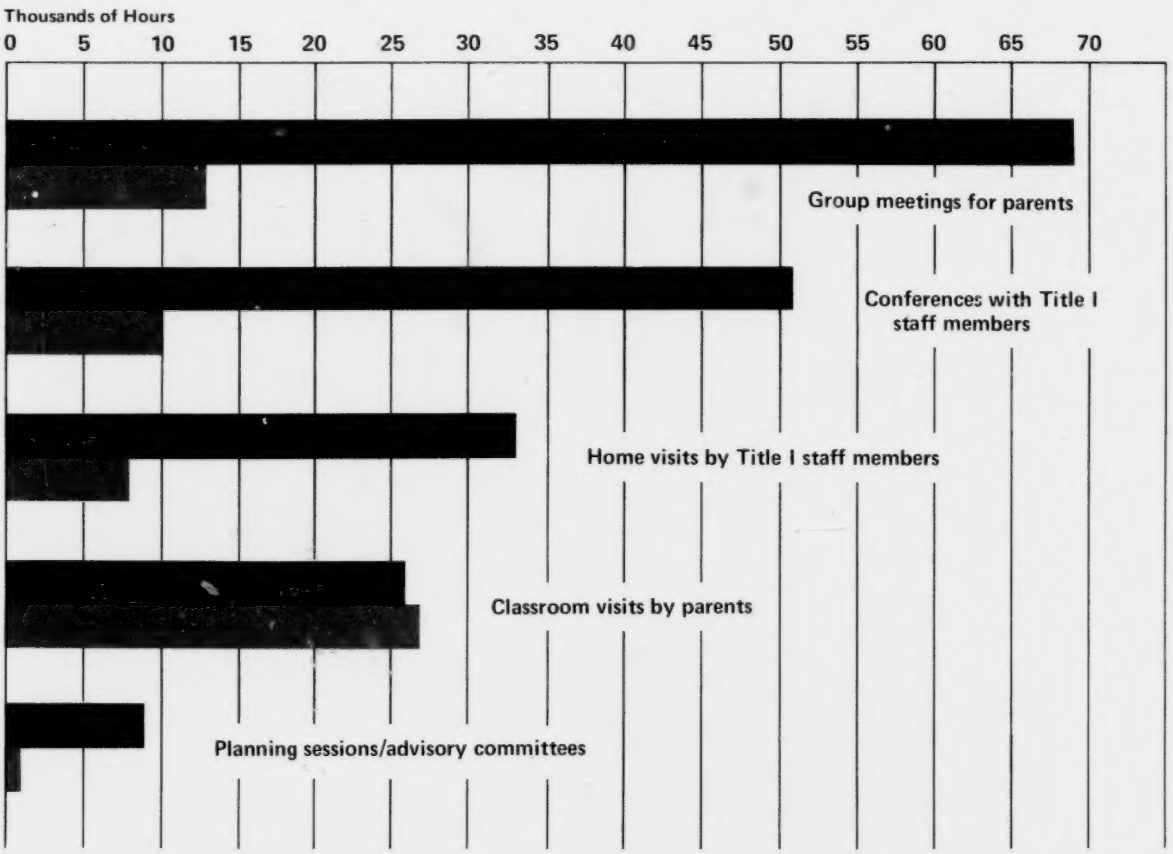
Involvement of Participants' Parents

INVOLVEMENT ACTIVITY	Reported Cases of Parent Participation	
	Regular Term	Summer Term
Group meetings for parents	46,971	11,510
Conferences with Title I staff members	48,243	14,249
Home visits by Title I staff members	29,685	11,583
Classroom visits by parents	28,448	16,364
Planning sessions/advisory committees	3,704	918


Group meetings for parents--28%
Conferences with Title I staff members--30%
Planning sessions/ advisory committees--2%
Classroom visits by parents--21%
Home visits by Title I staff members--19%

PARENT INVOLVEMENT
Cases reported 211,675

Involvement of Participants' Parents

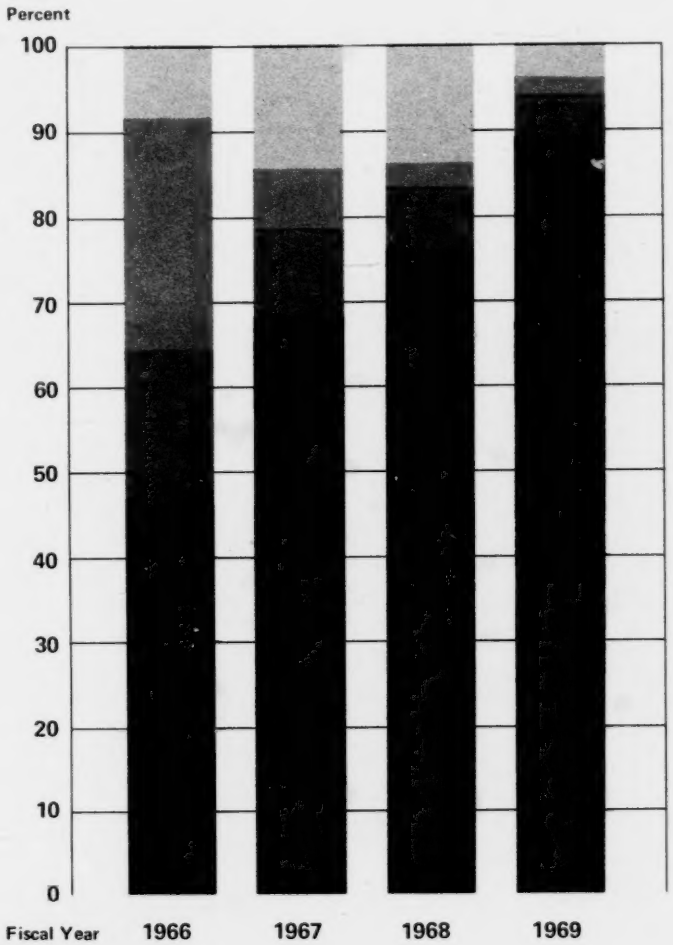

Thousands of Hours
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70
Group meetings for parents
Conferences with Title I staff members
Home visits by Title I staff members
Classroom visits by parents
Planning sessions/advisory committees

Thousands of hours of involvement by participants' parents during the regular term

Thousands of hours of involvement by participants' parents during the summer term

PARENT INVOLVEMENT
Total reported hours 250,419

Four-Year Expenditure Trends



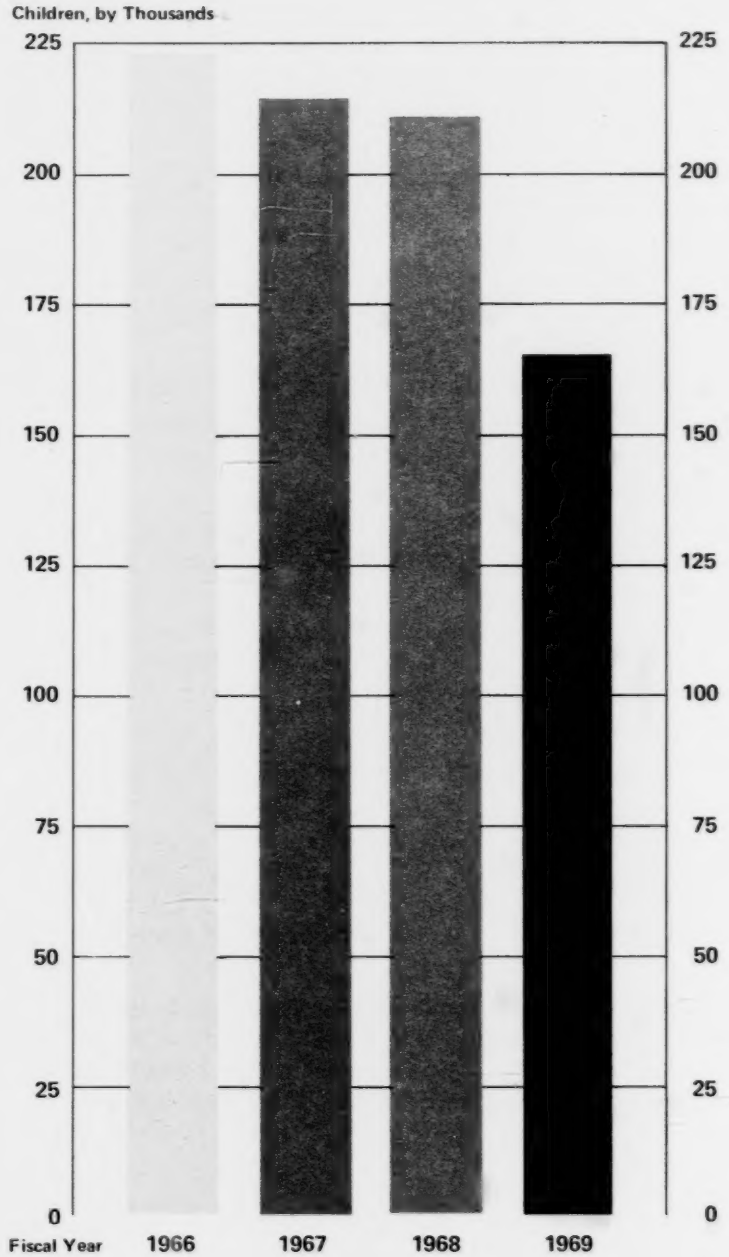
EXPENDITURES
BY FISCAL YEAR

1966. . . . . $36,271,370
1967. 32,386,502
1968. 32,170,526
1969. 30,530,188

NOTE: Expenditures reported for fiscal years 1966-1968 are from fiscal reports and are adjusted to June 30, 1969. For 1969, estimated expenditures are from evaluation instruments.

- PERSONNEL: Percent expended for salaries of program employees, employee benefits, and inservice education
- INSTRUCTIONAL-RELATED: Percent expended for all instruction-related entries except salaries and capital outlay--e.g., textbooks, audio-visual materials, library books, and instructional supplies
- EQUIPMENT: Percent expended for all equipment, instructional and non-instructional
- NON-INSTRUCTIONAL: Percent expended for all non-instructional expenses except salaries and equipment

Four-Year Participation Trends



PARTICIPATION
BY FISCAL YEAR

1966. 223,354
1967. 214,825
1968. 210,156
1969. 166,576

Impact and Implications

Based on information presented in this report, on base-line data composited to the state-level, on discussions by state officials with many educators, and on appraisals made by state officials during on-site visits of programs, the following observations are made related to the impact of Title I in Ohio:

- The number of children served annually has decreased steadily. This suggests that services are being concentrated more and more on the educationally disadvantaged children Title I was designed to help.
- Funds expended for salaries of program employees, employee benefits, and in-service training have increased steadily. This indicates that chances of selected children succeeding should be gradually improving.
- Even though funds available have decreased each year, the amount expended per child has increased--another indication that services are becoming more concentrated.
- Programming is moving more and more toward regular term activities, with most summer term activities being of a follow-up nature.
- Programming is being concentrated more and more on younger children--grade three or below. With emphasis placed on readiness or preventive measures, the need for remedial or corrective measures should be reduced in future years.
- The development and improvement of communication skills is stressed much more than any other instructional area. This indicates that participating children are encouraged and helped to exercise their "right to read."
- Both standardized and subjective evaluation data indicate that many participants are improving their academic abilities, particularly in the communication skills area.
- Statewide, approximately sixty-three percent of over 76,000 students involved in communication skills activities during the regular 1968-69 school year exhibited 1.1 months or more gain for every month enrolled in Title I activities. Of these same 76,000, thirty-four percent exhibited 1.5 or more months gain for every month enrolled.
- Approximately sixty-two percent of over 53,000 summer-school participants (many of whom were also among the participants mentioned above) exhibited 1.1 months or more gain in communication skills for every month enrolled in Title I activities. Of this same group, thirty-two percent exhibited 1.5 or more months gain for every month enrolled.